

Child Protection Policy

Minor Protection Standards

at the British International School of Cracow

In accordance with Article 22b of the Act of May 13, 2016, on counteracting threats of sexual offenses and the protection of minors, the Director of the British International School of Cracow, as of February 15, 2024, introduces the "Minor Protection Standards" (referred to as the "Standards"), the primary objective of which is to ensure the safety of minor students, care for their well-being, consider their needs, and take actions in their best interests

Chapter 1

Key Terms

1. A school employee is a person employed under an employment contract or a mandate contract.

8. The person responsible for the Child Protection Policy is a staff member designated by the school's management, supervising the implementation of the Child Protection Policy.
9. Personal data of the child includes any information enabling their identification.
10. The Child Protection Policy is a document that organizes standards for child protection and, in subsequent chapters, describes how the institution will implement, carry out, monitor, and evaluate them.

Standard 1: The school has developed, adopted, and implemented the Child Protection Policy – Standards for the Protection of Minors, which specify:

1. Principles of safe staff recruitment.
2. Procedures for responding to harm.
3. Procedures and individuals responsible for receiving reports, documenting, and taking further supportive actions.
4. Principles for establishing a support plan for a minor after the disclosure of harm.
5. Principles of safe staff-minor relationships, including prohibited behaviors.
6. Principles of safe minor

6. For overseeing the safety of devices with internet access, the Head of the school appoints an Information Technology Director (IT Director), who is responsible for the

6.

Chapter 4

Rules ensuring safe relationships between minors and school staff, especially prohibited behaviors towards minors

1. The fundamental principle of the relationship between minors and school staff is to act for the benefit of the student, respecting their dignity, taking into account their emotions and needs, and in their best interest.

2. The principles of safe relationships with children apply to all teaching and non-teaching staff, interns, and volunteers.

3. Basic standards defining the principles mentioned in paragraph 3 include, in particular:

a. Maintaining

- a. In communication with students, maintain patience and respect.
- b. Listen attentively and provide the student with responses appropriate to their age and the situation.
- c. Show interest, support, and readiness for conversation.
- d. Do not shout at the student in a situation other than one involving the safety threat to the minor or others.
- e. If

- a. Using violence against the student in any form, including physical punishment, exploiting power relations, or physical superiority;
- b. Humiliating, demeaning, mocking, or insulting students.
- c. Shouting at students, causing fear.
- d. Touching the child in a manner that may be deemed indecent or inappropriate.
- e. Disclosing sensitive information (image, information about family, medical, legal situations, etc.) about the child to unauthorized persons, including other students;
- f. Offering alcohol, tobacco products, or illegal substances to minors, as well as using them in the presence of minors;
- g. Behaving inappropriately in the presence of students, such as using vulgar language, making offensive remarks, inappropriate jokes, and comments;
- h. Favoring students;
- i..Recording

- c. The person identified in Chapter 2, paragraph 5 of the Standards, conducts the Intervention Progress Card (Annex no. 3) and the Register of Events Endangering the Welfare of Minors (Annex No. 7).
2. School staff pays special attention to signs of harm to minors, especially the possibility of committing crimes against their sexual freedom and morality. The school staff should pay attention to the following behaviors.
 - a. Minors have visible bodily injuries (bruises, burns, bites, etc.) that are difficult to explain.
 - b. Unwillingness to participate in activities involving physical exercises.
 - c. Minors excessively cover their bodies (inappropriately for the weather).
 - d. Minors flinch when approached by an adult.
 - e. Minors are afraid of the parent/legal guardian.
 - f. Minors are withdrawn, submissive, frightened.

Chapter 8

Rules for using electronic devices with internet access.

1. The school's network infrastructure provides internet access to both staff and students, both during supervised school activities and outside them, on designated computers located in classrooms, the school library, the staff room, and the office

1. Illegal or non-compliant content on a given site is reported to the site administrators.

2. In the case of a report about access to inappropriate content, the network administrator investigates the circumstances, attempts to identify the perpetrator and witnesses, secures evidence, and configures school network security to block access to inappropriate content. The findings are documented in an Intervention Record (Annex No. 3).

3. If dangerous content involves individuals not affiliated with the school, the head of the school reports the incident to the appropriate authorities, who secure the materials.

4. If students are involved, a separate conversation with a school psychologist or counselor is conducted with the perpetrator and the victim regarding the emotions the material may evoke, the behaviors it encourages, and the consequences of the incident resulting from the violation of school law.

5. Parents of the students are notified, informing them of the findings and the school's further actions (applied statutory punishment/educational measures, notification to law enforcement, psychological and pedagogical support).

6. Cooperation with law enforcement or family court is mandatory in the case of a violation of the ban on disseminating pornographic materials involving and publicly promoting fascist or other totalitarian regimes, or inciting hatred based on differences in nationality, ethnicity, race, or religion.

II. Image Protection

1. Upon admission of new students to the school, written consent from parents is obtained for the publication of students' images for the purpose of photographic documentation of activities. Whenever possible, photos are taken of groups of students rather than individuals

2. Photos and recordings are not labeled with information allowing the identification of the student by name

3. It is unacceptable to store photos and recordings with students' images on unencrypted or mobile media (cell phones and USB drives)

III. Violation of Privacy

1. Information about the threat of privacy violation at school should be promptly conveyed to the IT systems administrator and the head of the school, who take immediate actions to secure data and limit further access to confidential information.

Chapter 10

Guidelines for Establishing a Support Plan for a Minor after Disclosure of Abuse

1. The support plan primarily aims to:
 - a. Initiate intervention actions in collaboration with other institutions if necessary;
 - b. Collaborate with parents to stop harm to the minor and provide assistance;
 - c. Assess whether legal actions are necessary;
 - d. Provide the student with psychological and educational support within the school and specialized assistance outside the school if necessary.
2. The student, their parents, the guardian, and the psychological-educational support team participate in establishing the support plan.
3. The actions are monitored by the person responsible for coordinating the Standards, as indicated in Chapter 2, paragraph 5.
4. The support plan includes:
 - a. Intervention actions to ensure the student's safety, including reporting suspicions of criminal activity to law enforcement;
 - b. Forms of support offered by the school
 3. Proposed forms outside the school if needed
5. The support plan should also cover the siblings of the affected student if they attend the same school.
6. The support plan for the minor operates parallel with intervention actions. Its fundamental principle is to observe the student, provide conditions for obtaining multi-disciplinary assistance, including extracurricular support, support parents, and facilitate inter-institutional cooperation.
7. The support plan for the minor is also established when intervention actions are initiated by another institution (the "Blue Card" procedure, receiving information about harm from law enforcement or the court, etc., cooperation with Family and Guardianship Support Centers).
8. In the case of implementing the "Blue Card" procedure, the support plan for the minor aligns with the findings made in the diagnostic-support group.
9. The "non-abusive" parent, cooperating with the school to stop the perpetrator's violence and provide the child with help outside of school, should be urged to act. In the

case of harm by both parents, intervention also involves notifying the family court and the police and taking action against the parents. Ensuring the safety of household members falls within the competence of these institutions.

10. The tasks of school staff mainly involve assisting the student in carrying out educational tasks and building positive relationships with peers and school staff.

Chapter 11

The principles and method of providing employees, minors, and their legal guardians with policies for familiarization and implementation as well as for updating and reviewing the Standards.

1. All procedures and documents related to the introduction of Standards are made available to employees, minors, and their parents during familiarization and commitment to implement (in accordance with the principles below) and then upon request at any time.

2. Each employee is obligated to familiarize themselves with the Standards immediately upon employment, and the acknowledgment of familiarity and commitment to implementation is confirmed by submitting a relevant statement.

3. Parents/legal guardians of students are acquainted with the Standards in the month of September each year, with the initial introduction occurring promptly after the development and introduction of the Standards. Confirmation of familiarity with the above-mentioned documents is made by

7. The person mentioned in Chapter 2, paragraph 5, conducts a monitoring survey among employees, parents, and students at least once every two years, to monitor the level of Standards implementation – Annex No. 6. Subsequently, a qualitative and quantitative analysis of the survey is carried out, and a report is prepared based on this, which is then submitted to the Head of the school.

8. Monitoring and evaluation of the Standards, as mentioned in paragraph 6, are conducted based on the analysis of internal documentation and inter-institutional correspondence, legal provisions, observation, quantitative and qualitative analysis of reports, surveys as mentioned in paragraph 7, risk factor diagnosis, and consultations with school authorities.

9. The changes introduced in the Standards are approved and presented to employees, parents/legal guardians, and students by the Head of the school.